

Maximizing Co-Teaching Utilizing the 6 Models & More!!



Presented By:

Betzi Beck & Maureen Bernstein

North Brunswick Township Public Schools

Ebeck@nbtschools.org

Ice breaker

How Are You Feeling right now?

1. Grab your phone
2. Go to www.menti.com
3. Put in the code **76 97 44**
4. Choose as many as you want



[Go to website](http://www.menti.com)

Jot Down any ideas/activities that stick with you!!!



Always be thinking...

-How could this help with my current job ?

-What might I need to **adjust** w/this strategy/activity to meet my needs?

Who Am I? What's My Why?

Betzi Beck

- Wife of 22 years
- Mother of 2
- 4 siblings
- teacher since 1995
- Co-teacher
- Special Education Coach
- Business owner

Let Me Introduce Myself?

Maureen Bernstein

-Wife of 22 years

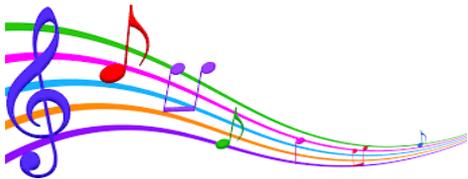
-Mother of 2

-2 siblings

-General Education teacher since 1995

-Co-teacher

Who Are We ?



What Is Your Why?

- Using Emojis printed out, find your “same” partner & tell them your why

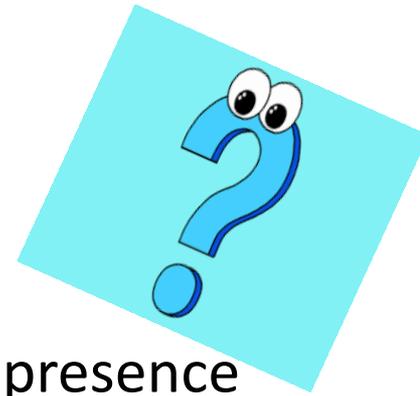


Course Objectives

- -Identify the essential components of co-teaching
- -Define the “We Mentality”
- -Integrate the 6 models of co-teaching with the curriculum
- -Identify instructional strategies for the classroom (based on differentiation and active engagement) that you can implement immediately
- -Choose preferred Co-planning checklists in order to implement 6 models



Essential Question



- How can you utilize best practices to maximize the presence of **two adults** in the classroom to...
- **-differentiate** instruction?
- **-support** all student needs?
- **-maximize** achievement for all students?

Ask yourself : Could I have taught this lesson alone the same way?
If *yes*... then you are *not* maximizing *both* teachers in the classroom.

How would I use these strategies within my own classroom?

Let's Set Some Expectations



- Today's Positive Behavior Plan (Classwide) – Using straws
 - Show adult prizes to be earned today
- Top 3 “Straws” Earners of today get rewards.
- **Hand out Individualized plans**

Pre-Assessment of Co-Teaching

- 4 Corners Activity Using Detergent

4 Corners Activity



I know
barely
anything
about Co-
teaching.

1



I
understand
some parts
of Co-
teaching.

2



I am able to
completely
Implement
All parts of
Co-teaching.

3



I could do a
Training on
Co-
teaching.

4

Setting the Tone of **Your** Classroom

- Band-Aid Lesson (we model)
- Suggested Read Alouds
- Select a mantra “Everybody Doesn’t Get the Same, Everybody Gets What They Need”
- Display Poster

Read Aloud Suggestions for Co-Taught Classes

So students begin to understand from day 1 that everyone is **different. This promotes the saying:*

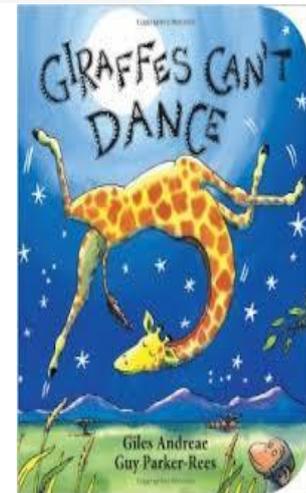
Everybody doesn't get the *same*. Everybody gets what they *need*!!

Possible books to go along with your lesson:

- [*The Crayon Box That Talked*](#)
by Shane DeRolf
- [*Spaghetti in a Hot Dog Bun*](#) by Maria Dismondy



[*Giraffe's Can't Dance* -Book being read aloud](#)
[*Giraffe's Can't Dance* Video](#)



Set the *tone* of your classroom:)

Fair vs. Equal

Try and pick a poster that you both like and print it out to display somewhere in your classroom.

FAIR vs. EQUAL

- * Equal means the same.
- * I will not be treating you exactly the same way. 
- * Being fair means that I will do my best to give each student what he or she needs to be successful.
- * What you need and what someone else needs may be very different. 
- * I will always try to be FAIR, but this means things won't always feel EQUAL.  

FAIR ISN'T
everybody getting the same thing.....

FAIR IS
everybody getting what they need
In order to be
SUCCESSFUL.

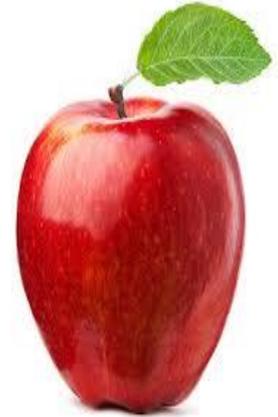
Fair Isn't
everyone getting the same thing.

Fair Is
everyone getting what they need in order to be

Successful!

Developing the “we” Mentality

- Present as equals** in the classroom (from the start)
- Two names on everything!**
- Together** at conferences, to admin, Back to School Night,
- Parity** during instruction, gives a message
- Sharing discipline (no good guy/bad guy)
- Model** good communication & respect **w/ each other**
- “Ours”!** Not mine and yours.
- Share the successes and share the blame**
- United Front-** Think of a marriage- how should we present in front of the kids (and parents); can disagree later



[Co-Teaching "Apple Sweater Video"](#)

Here is a good test: If a stranger asked the student, “Who is your teacher?” what would they say?

Getting To Know Your Partner #1

1. **Biggest Pet Peeve**(school related)

2. **How do you prefer to communicate?**

3. **Early riser or Night Owl?**

4. **When** do you come into work? Early On Time At the bell

5. **When** do you **leave** school?

6. When is the **best time** for you to **co-plan**?



Getting To Know Your Partner #2

7. What **areas** do you feel your greatest **strengths** are in the classroom?

Classroom management content Behavior/plans other

8. What are the **areas** that you do **not feel as comfortable** in?

9. Are you a **procrastinator**? Do you prefer things done earlier? Or just on time?

10. What things do you **love**?

Bulletin boards grading creating visuals integrating technology

11. What is your **comfort level** w/technology for creating materials?
Grading? Implementing w/students?

Things I feel are important for you to know about me:



Midpoint Check In

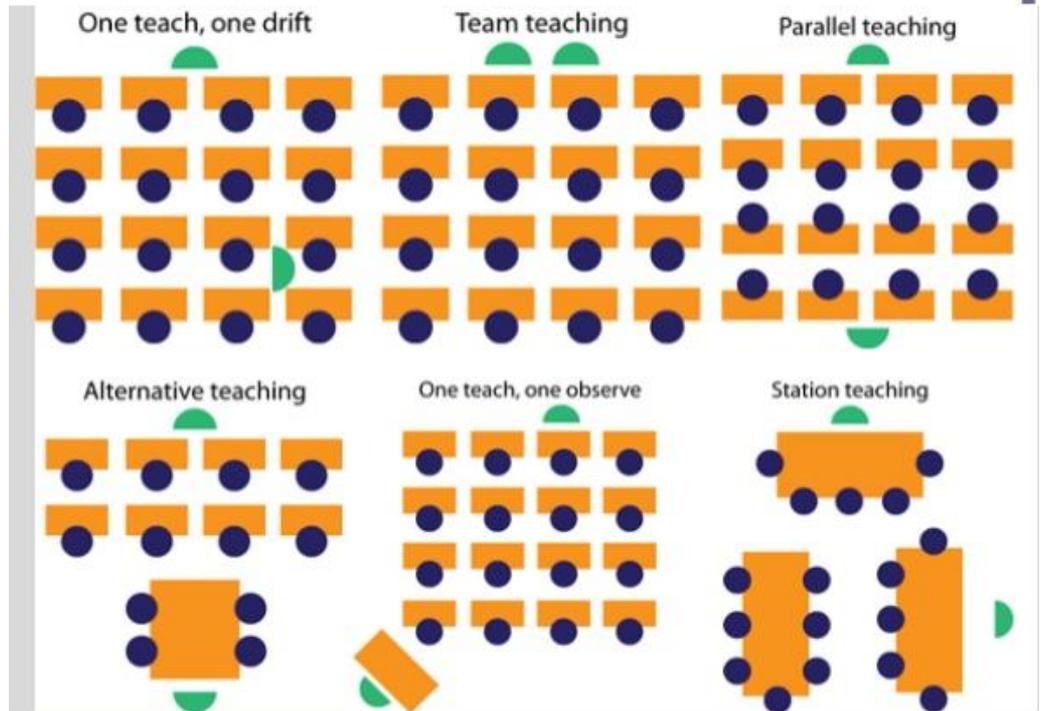
- Look at your colored popsicle stick
- Form a “Rainbow Group”
- Each **color** needs to show or tell only 1 thing that have learned so far



6 Models of Co-Teaching

- Lead/Assist
- Teach/Observe
- Station Teaching
- Parallel Teaching
- Alternative Teaching
- Team Teaching

CO-TEACHING MODELS



Mix-Group-Freeze Activity

“Mix-Group-Freeze” Activity
w/6 models cards

Videos of Co-Teaching

[Descriptions of the 6 Models](#)

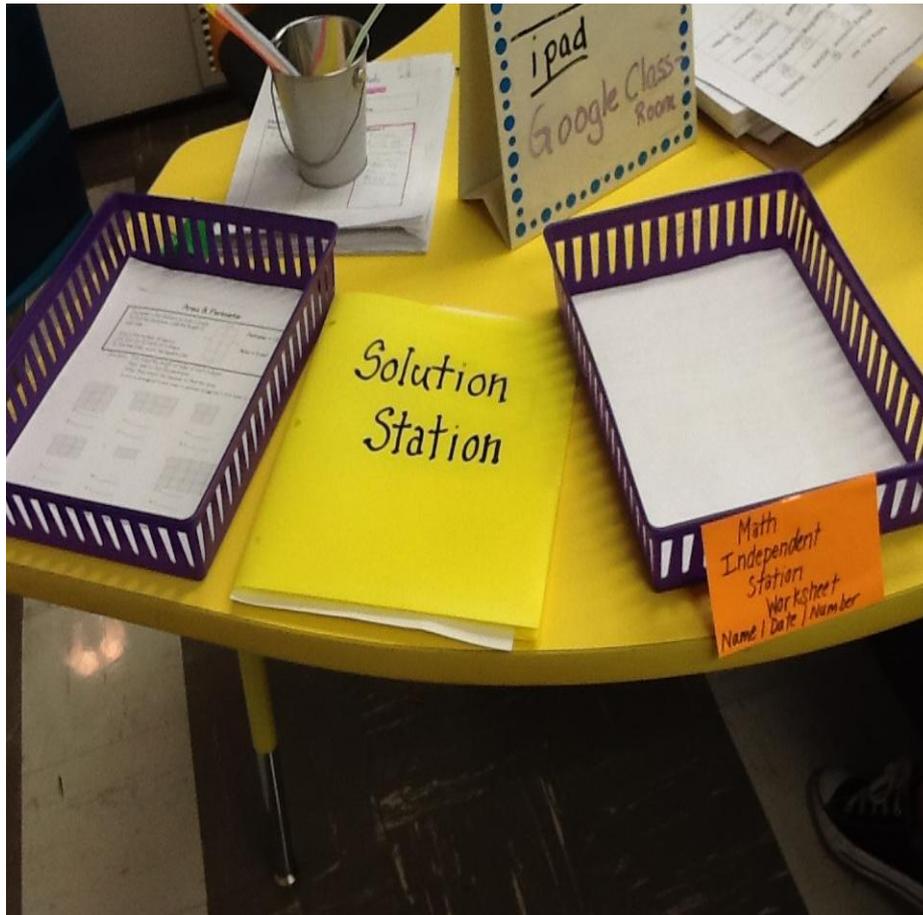
(written Explanations link above)

[Maryland Learning Co-Teaching Videos with Visuals](#)

(Great for Back To School Night)

[More Co-Teaching Videos](#)

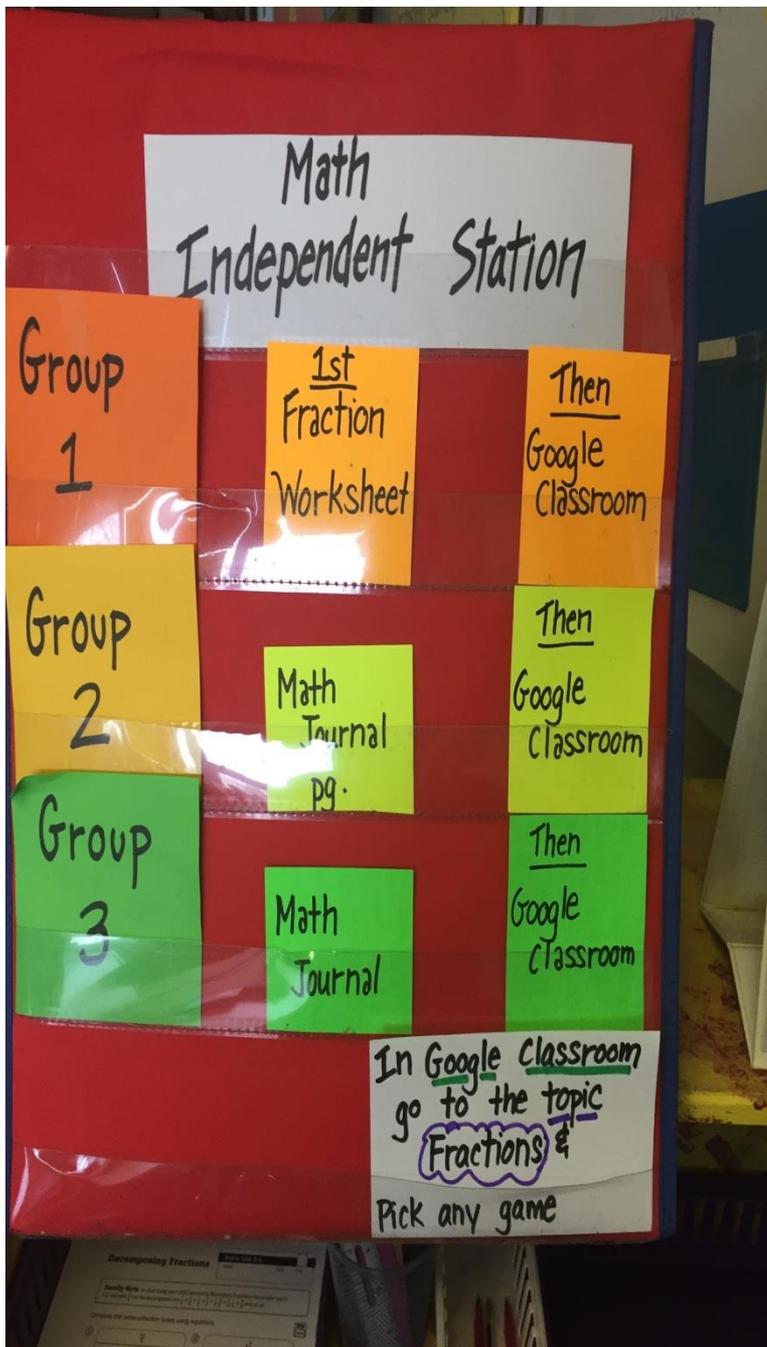
Math Station Set Up



Provide Specific directions, organized materials & a **solution station**



Flexible Grouping



I n d e p e n d e n t

Station



Make sure to have:

- All materials needed
- Can be different activities for diff. groups

Differentiation Means What?

Differentiated instruction is a method of designing and delivering instruction to best reach each student.

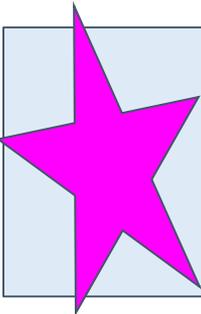
Differentiation Article

Ways To Differentiate

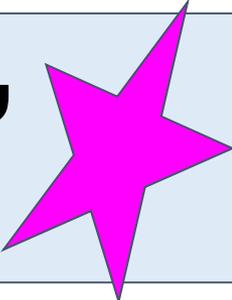
Teachers can differentiate instruction through four ways:
1) content 2) process 3) product 4) learning environment



“Must Haves”



“Amazings”





Must Haves



Each sentence starts w/a capital



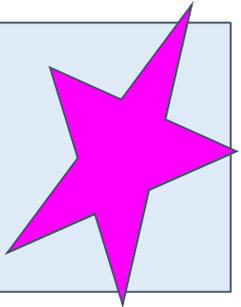
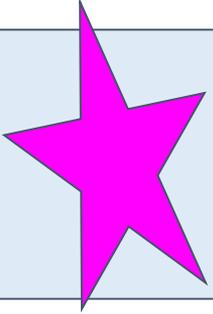
Use complete sentences



Use at least 2 vocabulary words



Have at least 2 external character traits



“Amazings”



Circle the 2 vocab words used & add 2 more



Write a reflection on your progress



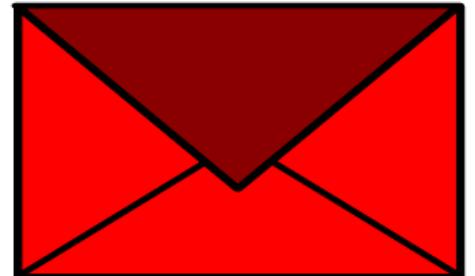
Insert dialogue



Write a question to a classmate about yesterday's lesson.

Post-Assessment :Envelope Activity

- Question = What is the definition of Co-Teaching?
- All **red** popsicle stick people form a group
- Together formulate your definition using the pictures & words inside of the **envelope**
- Be ready to present
- You will have 4 minutes... **begin!**



Find Your “Sole”mate

- Refer to your “Ideas/Activities/Strategies that **stuck** with you”
- Find someone who is wearing the same kind of shoe(color, style, brand, etc.)
- This person is your partner
- You “**must**” tell them at least 1 thing that you loved & want to try in your classroom



Top 2 Straw Earners

